

Tafolla Middle School Targeted Improvement Plan 2019-2020



TIP Components	Notes
Foundations	
Self-Assessment Results	If the campus has had an ESF Diagnostic, DO NOT complete the 'Self-Assessment' section. Continue to the next section titled, 'ESF Diagnostic Results'
Essential Action	From the drop down menu, select the Essential Action the campus selected based on the Needs Assessment and/or ESF Final Report.
Rationale	Explain the reasons this Essential Action was selected.
Desired Annual Outcome for Priority Focus Area	Create your annual goal for each Prioritized Focus Area identified using qualitative and/or quantitative measures.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area.
District Commitment on Theory of Action	State the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan.
Date of ESF Diagnostic	Complete after ESF Diagnostic.
Capacity Builder	Capacity Builders can include vetted partners, ESCs, and/or internal district support.
Cycles 1, 2, and 3 90-day Action Plan	
Desired 90-day Outcome	Describe the specific goals the campus plans to achieve by the end of the cycle for the relevant prioritized focus area.
Barriers to Address During the Year	List barriers to implementation the campus may face as they take the necessary steps to improve the prioritized focus area. Barriers may stay the same or change from cycle to cycle.
District Actions for this Cycle	List what the district will do to support the campus during this 90-day cycle to achieve the desired outcomes.
Milestones	In each row, list actions the campus is taking in this cycle to achieve desired outcomes and address barriers to implementation. An action may address more than one priority focus area. New actions can be added over time, as needed.
Prioritized Focus Area	Select the Prioritized Focus Area(s) that is aligned to this milestone.
Timeline	Identify a start and end date. End date may carryover to another cycle.
Resources Needed	Examples include, but are not limited to: budget allocation, data platforms, personnel, etc.
Evidence used to Determine Progress toward Milestone	Measures can be qualitative or quantitative.
Progress toward Milestone	Select the status of the evidence review from the dropdown menu.
Necessary Adjustments/Next Steps	List adjustments or next steps the campus will take to achieve this action. Include barriers that limited progress towards achieving this action.
Cycle 4	

Not to filled out until summative process has been completed

Campus Information							
District Name	San Antonio ISD	Campus Name	Tafolla Middle School	Superintendent	Pedro Martinez	Principal	Jeff Price
District Number	015907	Campus Number	000000061	District Coordinator of School Improvement (DCSI)	Dr. Judith Solis	ESC Support	Region 20 Jaime Goodwin

Assurances		
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Judith Solis, 11-11-19
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	n/a
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Jeff Price, 11-11-19
Board Approval Date	2019-11-11	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1 - 60% Domain 2 - 85% Domain 3 - 80%
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 5 percentage point increase in each STAAR tested subject area and grade level. All students will be monitored carefully but a priority focus on ELLs and special education students will continue to be part of weekly PLCs discussions. An increased focus on performance while maintaining our work in student growth is our plan. Our scores have shown an increase over the past years, except in Domain 1-Student Achievement. Our subpopulations continue to need improvement in Reading and Math achievement, but do make some progress. On average, we want to see a 5% increase for all students populations in each STAAR tested subject and grade level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)			
Use the completed Self-Assessment Tool to complete this section			
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1 Develop campus instructional leaders with clear roles and responsibilities.		3	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3	
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		4	
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		3	
5.1 Objective-driven daily lesson plans with formative assessments.		2	
5.3 Data-driven instruction.		3	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.	
Rationale	Lesson planning has been an area where our school has not pushed and has been inconsistent when monitoring and providing feedback. In general, the plans did not reflect the depth outlined in this lever. Teachers were provided with minimal feedback on their lessons, and the plans implementation were not consistently monitored for alignment and rigor. Focusing on this area allows us to establish expectations for submission, for rigorous lesson planning and for structures for instructional leaders to provide quality feedback in a timely manner.	Although the instructional coaches and district implementation specialists assist teachers in unpacking the standards, most teachers are not able to identify gaps in their students learning and fail to make key adjustments that target student misunderstandings. Teachers are not planning for reteach in their lesson plans. We needed a process for analyzing data achievement. Growth rates have continued to improve over that past 4 years while performance rates have declined. This directly impacts domain 1 and domain 3 scores. Our goal is to increase the achievement domain.	
Desired Annual Outcome	Teacher consistently create and submit lesson plans that are clear, effective, collaborative and differentiated based on data and the needs of the kids. The lesson plans will include formative assessments and exemplars. The campus leadership will provide timely feedback to allow for teacher corrections. Teachers utilizing PLC time to not only meet but collaboratively plan lessons, critique exit tickets, analyze data to make sound decisions about what and how they will teach all students and reteach.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle. Teachers plan for teaching prioritized standards and exit tickets banks on a recurring basis as observed by PLC lead in PLCs. Assessments will show an increase of 54 scale score to a 60.	
Barriers to Address During the Year	Lack of administrator skill to know what feedback to provide, teacher skill to decide what to teach and how to teach to improve teaching.	Quality of common assessments, fidelity of the PLC work, and ability to create reteaching lessons that will drive their work, by using valid data. Campus mindset of growth over performance. Incoming students are potentially 2 years behind grade level in performance.	
District Commitment Theory of Action:		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	

ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
7th	Reading	Benchmark	30%	16%	Benchmark	30%		District Interim	40%		STAAR	50%	
8th	Reading	Benchmark	30%	12.20%	Benchmark	30%		District Interim	40%		STAAR	50%	
7th	Math	Benchmark	30%	15.48%	Benchmark	30%		District Interim	40%		STAAR	50%	
8th	Math	Benchmark	30%	36%	Benchmark	40%		District Interim	50%		STAAR	50%	
7th	Writing	Benchmark	30%		Benchmark	30%		District Interim	40%		STAAR	50%	
8th	Science	Benchmark	30%	0%	Benchmark	30%		District Interim	40%		STAAR	50%	
8th	Social Studies	Benchmark	30%	17%	Benchmark	30%		District Interim	40%		STAAR	50%	

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction.	
Desired Annual Outcome	By the end of the year, teachers would have been engaged in weekly PLC meetings that are focused on lesson planning based on formative assessment results. The goal is to create lessons aligned to standards, focused on rigor and address student need.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle. Teachers plan for teaching prioritized standards and exit tickets banks on a recurring basis as observed by PLC lead in PLCs. Assessments will show an increase of 54 scale score to a 60.	
Desired 90-day Outcome	PLCs meet weekly and one PLC a month will focus on intentional planning by prioritizing standards and creating an exit ticket bank. At which time teachers will provide feedback on the level of rigor to assure that students are being challenged. Other days, teachers will create aligned lessons plans based on	Every PLC, led by a member of the ILT, follows DDI protocol after receiving assessment results (unit test-CBAs) and reteach of prioritized standards occurs within three days of DDI meeting.	
Barriers to Address During this Cycle	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning.	Knowledge of effective reteach (PLC leads and teachers); inconsistent, transparent analysis of assessment results during PLC (DDI) weekly meetings.	
District Actions for this Cycle	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback, and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis.	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Tri-annual MAP Test Data Review (Beginning of Year)	1,2	By end of September	NWEA Online Platform/Performance Matters	Campus Admin, Instructional Coaches, Teachers	MAP Data by teacher by period/student	After MAP window closes		
Quarterly Assessment Review	1,2	By end of October	Eduphoria Aware, CBA, MAP, Unit Tests	Campus Admin, Instructional Coaches, Teachers	CBA and Unit Test Data	First week in November		
Bi-annual Writing Assessment	1,2	By end of December	Talk Read Talk Write, Differentiated Strategies	Campus Admin, Instructional Coaches, Implementation Specialists, Teachers	Scores from writing test	November 8th		
Quarterly Checks on Actively Learn	1,2	By end of December	Actively Learn web resource, Language Live, MAP assessments	Campus Admin, Instructional Coaches, Teachers	Language Live reports, MAP Data, CBA Data, Walkthrough notes, Performance Matter Reports	November 21st		

Establishment of recurring weekly leadership team meetings	1,2	September 3rd- November 30th	Leadership Calendar, agenda template, sign-in, and minutes template	Principal Price	Leadership Calendar, agenda template, sign-in, and minutes template	Ongoing		
Completed teacher training on DDI process as well as goal setting	1,2	By November 22nd	Data, PD materials, TEA calculator	Principal Price, leadership team and Gilberto Santos	Teacher goals, notes and sign-in	By November 22nd		
Finalization of data tracker tool for teachers	1,2	October 30th	Data tracking tool	Leadership Team	Actual data tracking tool	October 30th		
PLC and leadership team analyze data after every assessment and arrange observation calendar to prioritize feedback to teachers with lower student mastery.	1,2	October 31st	Feedback form, data tracking tool	Leadership Team and teachers	Observation calendars, feedback forms, reteach plans, data analysis	October 31st		
Leadership team meets with teachers on a weekly basis to focus on planning with real-time guidance based on observations and data.	1,2	Ongoing	Lesson plans template, data, observation feedback notes for PLC, agenda, sign-in, minutes template	Leadership Team and teachers	Lesson plans template, data, observation feedback notes for PLC, agenda, sign-in, minutes template	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction.	
Desired Annual Outcome	By the end of the year, teachers would have been engaged in weekly PLC meetings that are focused on lesson planning based on formative assessment results. The goal is to create lessons aligned to standards, focused on rigor and address student need.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle. Teachers plan for teaching prioritized standards and exit tickets banks on a recurring basis as observed by PLC lead in PLCs. Assessments will show an increase of 54 scale score to a 60.	
Desired 90-day Outcome	Teachers plan for teaching of prioritized standards with opportunity to share with colleagues both their lesson, exit tickets to be used and explanation of how data was used to plan.	PLCs conduct weekly meetings with fidelity using systemic processes and protocols for analyzing weekly assessments.	
Barriers to Address During this Cycle	Remaining consistent with the process and the quality of feedback given and shared with each other using critical friends protocol.	Staying consistent and maintaining fidelity to the process. Sometimes, the quality of the assessments can be a barrier if they are not quality.	
District Actions for this Cycle	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	The principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; Principal Supervisor also ensures unit tests are graded and returned to the campus within two days so that teachers can disaggregate data, discuss strengths and weaknesses and adjust instruction as needed.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Monthly STAAR Simulations in All Content Areas	1,2	By end of February	Eduphoria/Aware	Campus Admin, Instructional Coaches, Teachers	Result by content, grade, teacher, and student	No later than 1 week post assessment		
Annual TELPAS Preparation and Data Analysis	2	By end of February	TELPAS reports	Campus Admin, Instructional Coaches, Bilingual Specialists, Teachers	Classroom Assessment, CBA Data, Simulation Results	January 30th		
Tri-annual MAP test data (Middle of Year)	1,2	By end of January	NWEA Online Platform/Performance Matters	Campus Admin, Instructional Coaches, Teachers	MAP results by grade, content, teacher and student	January 30th		
Quarterly Assessments/Benchmark Data Review	1,2	By end of February	Eduphoria Aware, CBA, MAP, Unit Tests	Campus Admin, Instructional Coaches, Teachers	Result by content, grade, teacher, and student	February 27th		

PLCs follow a four week cycle. 1-Lesson Planning, 2-Lesson Planning to include Exit Ticket creation, 3- Exit ticket analysis and reteach, 4- Full data meeting on CBA, MAP and/or common assessments.	1,2	By end of December and January	PLC Calendar and PLC agendas	Principal and ILT Leads	PLC Calendar, PLC Agendas. Standards, MAP, CBA, and Common Assessment Data.	Ongoing		
Data meeting PLC following common assessment given two times during nine week period focused on data analysis, reteach of lowest mastered TEK, and reassessment for mastery.	1,2	February 28, 2020	Re-Teach Form plan, data uploaded in timely matter, Eduphoria reports, High Frequency charts, Scope and sequence, planning calendar, scantrons	ILT Members	PLC Agendas, Google Drive, Reteach plans	December 19, 2019; February 15, 2020		
Teachers utilize student trackers for each student regularly and have a classroom display of data that is updated.	1,2	February 28, 2020	Student Trackers (tested areas, by grade level)	Instructional Coaches and Teachers	Student tracking folders and Google drive	December 19, 2019; February 15, 2020		
Leadership Team meets weekly and allots time in weekly schedule to review lesson plans and give feedback to teachers on their plans.	1,2	February 28, 2020	YAGs, TEKS, Lesson Plan Instructional Expectation Guide	ILT Members	Agendas, Individual schedules uploaded to Google Drive, feedback logs	Ongoing		
Teachers will incorporate best practices such as Exit Tickets, Do Nows, and Lead4ward strategies into their lesson plans. One PLC a month is dedication to Lesson planning and review of Exit Tickets.	1,2	February 28, 2020	Process to review lesson plans, Process to review Exit tickets TEKS, YAGs, STAAR stems, and Lead4ward playlist	Instructional Coaches and Teachers	Lesson Plans, sample artifacts, PLC Calendar and Agenda	Ongoing		
Creation of admin observation calendar to include instructional rounds.	1,2	Ongoing	Observation calendar, feedback form	Leadership team	Observation calendar, feedback form	Sept-May		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments	5.3 Data-driven instruction.	
By the end of the year, teachers would have been engaged in weekly PLC meetings that are focused on lesson planning based on formative assessment results. Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The campus leadership team will provide timely feedback to allow for teachers corrections. The goal is to create lessons aligned to standards, focused on rigor and address student need.	By the end of the year, teachers would have been engaged in weekly PLC meetings that are focused on lesson planning based on formative assessment results. Teachers consistently create and submit lesson plans that are clear, effective, collaborative and differentiated. The lesson plans will include formative assessments and exemplars, as needed. The campus's leadership team will provide timely feedback to allow for teachers corrections. The goal is to create lessons aligned to standards, focused on rigor and address student need.	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle. Teachers plan for teaching prioritized standards and exit tickets banks on a recurring basis as observed by PLC lead in PLCs. Assessments will show an increase of 54 scale score to a 60.	
Desired 90-day Outcome	Teachers are utilizing approved lesson plan template and are consistently meeting the established due dates with minimal corrections provided in administrative feedback. Administrators observe lesson plans being implemented with fidelity in all classrooms. Teachers will refine/adjust their lesson plans based on analysis of exit tickets results.	Follow through and feedback from action plan and begin to implement after the district simulation. Core teachers are actively participating and brining relevant data and artifacts to their teacher led pLC for the team to provided feedback. Agenda as evidenced in the minutes collected will serve as means of monitoring the work coupled with administrative walkthroughs. 80% of the students master priority standards after reteach.E16	
Barriers to Address During this Cycle	Getting all teachers to buy-in and to stay the course. Maintain the integrity and fidelity to PLC process and agenda. Administrators being consistent with feedback and classroom observations.	Aligned standards, level of rigor and fidelity to PLC process. Poor atndance, not set agenda or minutes recorded, teachers . Lack of follow through to reteach and/or create new plan or make revisions to lessons after studing the data and reviewing feedback.	
District Actions for this Cycle	The principal supervisor supports ILT in accessing unit tests in advance and identifying which standard are prioritized in unit tests to support PLC planning. An expectation is set that the campus principal establish a system to collect lesson plans, provide quality feedback , and organize instructional rounds to monitor rollout of the lessons. Principal supervisor/DCSI will monitor the campus principal's effectiveness on a bi-weekly basis. If the principal supervisor supports the ILT in accessing unit tests in advance to identify which standard(s) are cirritical in unit tests in order to guide the PLC planning.	The principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; Principal Supervisor also ensures unit tests are graded and returned to the campus within two days so that teachers can disaggregate data, discuss strengths and weaknesses and adjust instruction as needed. Principal Supervisor/DCSI will provide coaching and support in monitoring of action plan, PLCs and walkthougth feedback to observe how the campus is using data to drive delivery of instruction.	
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.		

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Tri-annual MAP test data (End of Year)	1,2	By end of April	NWEA Online Platform/Performance Matters	Campus Admin, Instructional Coaches, Teachers	MAP Data by content, grade, teacher and student	May 30th		

Monthly Prepare students for STAAR test in all content areas	1,2	By end of March/April	Teacher created STAAR countdowns	Campus Admin, Instructional Coaches, Teachers	Exit tickets, formative assessments, classroom observations	On-going/Monthly		
Teachers submit weekly lesson plans, prepare reteach lessons and implement with fidelity.	1,2	Sept-May	Lesson Plan template, reteach plan template	Teachers	Submission of plans, feedback	On-going/Weekly		
Data meeting PLCs are focused on Reteach schedule and reassessment for mastery	1,2	April 15, 2019	Reteach template, data,	teachers	PLC Agendas, Chart indicating submission and feedback, Reteach plans	On-going/Weekly		
Teachers utilize student trackers for each student regularly and have a classroom display of data that is updated.	1,2	Ongoing	Student Trackers (tested areas, by grade level)	Instructional Coaches and Teachers	Student tracking folders and Google drive	On-going/Weekly		
Data meeting PLC following common assessment given two times during nine week period focused on data analysis, reteach of lowest mastered TEK, and reassessment for mastery.	1,2	February 28, 2020	Re-Teach Form plan, data uploaded in timely matter, Euduphoria reports, High Frequency charts, Scope and sequence, planning calendar, scantrons	ILT Members, teachers	PLC Agendas, Google Drive, Reteach plans	PLC agendas, minutes, sign-in, lessons, calendar of observations		
Leadership Team meets weekly and allots time in weekly schedule to review lesson plans and give feedback to teachers on their plans.	1,2	March-May	YAGs, TEKS, Lesson Plan Instructional Expectation Guide	ILT Members	Agendas, Individual schedules uploaded to Google Drive, feedback logs	Ongoing		

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones
	New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			

Desired Annual Outcome	PLCs are lead and planned by ALT and follow DDI protocol after all assessments. Check Points will be implemented and monitored as part of the re-teach/re-assess cycle. Teachers plan for teaching	#REF!	#REF!
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			

District Commitments Theory of Action If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal’s development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of use of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
Analyze STAAR student achievement data		By end of June	STAAR/Accountability data	Campus Admin, Instructional Coaches, Teachers				

Reflection and Planning for Next 90-Day Cycle
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Did you achieve your desired 90-day outcome? Why or why not?	
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Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?	
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Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones